Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)		**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.		
Application deadline:	5:00 p.m. Central Time, August 20, 2015		Place date stamp here.
Submittal Information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494		Received Texas Education Agency 2015 AUG 20 PM 4:58 Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427		

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Evolution Academy	**057-834**	**Evolution Academy / 001**	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	10	**TX- 032**	**107959814**

Mailing address		City	State	ZIP Code
1101 South Sherman Street		Richardson	TX	75081-4852

Primary Contact

First name	M.I.	Last name	Title
Cynthia	**A**	**Trigg**	**Chief Executive Officer**

Telephone #	Email address	FAX #
972-907-3755	**cynthia.trigg@evolutionacademy.org**	972-907-3605

Secondary Contact

First name	M.I.	Last name	Title
Jeffery		Robinson	Financial Specialist

Telephone #	Email address	FAX #
972-907-3755	jeff.robinson@evolutionacademy.org	972-907-3605

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Cynthia	A Trigg	Chief Executive Officer
Telephone # 972-907-3755	Email address cynthia.trigg@evolutionacademy.org	FAX # 972-907-3605

Signature (blue ink preferred)

Date signed: August 19, 2015

Only the legally responsible party may sign this application.

701-15-107-090

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that–
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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      (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

      (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

      (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

      (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

      (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

      (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

          i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

          ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

          iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

      (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

      (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

      (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs. 4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating

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credits toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:
	
	   1. Offer full-day kindergarten.
	
	   2. Establish or expand a high-quality preschool program.

recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

(B) High-quality professional development for all staff;

(C) A child-to-instructional staff ratio of no more than 10 to 1;

(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

(E) A full-day program;

(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(J) Program evaluation to ensure continuous improvement;

(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

(L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

(A) Research-based;

(B) Developmentally appropriate;

(C) Vertically aligned from one grade to the next as well as aligned with State academic

(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
	
	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
	
	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

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year; and by addressing each of the following areas:

    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

| 11. | The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
    (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
    (A) School leadership
    (B) Teaching and learning in at least one full academic content area
    (C) Non-academic supports for students
    (D) Family and community engagement |
| 12. | The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated |

	(A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. **1.** Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: **1.** Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	   1. Implement an evidence-based whole-school reform in partnership with a model developer.
	     (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	   2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	     (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	     (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	     (C) A study which used a large sample and multi-site sampling.
	
	   3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	   4. The whole-school model must implement the model for all students in the school.
	
	   5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	     (A) School leadership
	     (B) Teaching and learning in at least one full academic content area
	     (C) Non-academic supports for students

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10 Other Operating Costs	6400	$	$	$	$
5.	Schedule #11 Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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County-district number or vendor ID: 057-834		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		N/A	
2.			
3.			
4.			
5.			
6.			
7.			

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Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Executive Summary

Evolution Academy is applying for the **Texas Title I Priority Schools (TTIPS, Cycle 4)** grant on behalf of our Richardson campus. The district will implement the **Texas State-Design Model** for this school improvement grant. The district's TTIPS Grant will: 1) substantially improve student achievement on our targeted campus (2) implement a comprehensive early college high school program that is based on reliable research and effective practices (3) include an emphasis on parental and community involvement and 4) focus on the foundation curricula, aligned with the TEKS.

Our campus was selected by TEA because it is identified as a **Proirity** campus. The Evolution Academy has been identified as one of the State's most struggling campuses **demonstrating a strong academic need.** Thus, the district plans to fully implement the **Texas State-Design Model** in order to raise substantially the achievement of our students and enable the campus to make and exit priorty status.

Texas State-Design Model- The **Texas State-Design Model** the campus to implement the following federal requirements:

1. Develop and increase teacher and school leader effectiveness.
   a) Combineaspects of secondardy school and higher education.
   b) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—
   - Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - Are designed and developed with teacher and principal involvement;
   c) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
   d) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
   e) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Comprehensive instructional reform strategies.
   a) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increasing learning time and creating community-oriented schools.
   a) Establish schedules and strategies that provide increased learning time; and

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4. Providing operational flexibility and sustained support.
   a) The school will have sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   b) EACS will receive ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Local Program Goals and Objectives

Objective 1: Improve student academic achievement tied to the state's content standards TEKS.

Performance measure: Increase number of students who exceeds the state averages on the STAAR tests in all content areas in 2015-2020 by 35%.

Strategy: Implement innovative strategies and proven methods for improving student learning. The goal of the LEA's TTIPS program is to institute practices in our school that enable ALL students to learn at the highest levels. Research on educational strategies and methods can help schools identify the best practices to accomplish this aim.

Objective 2: Provide our school principal, administrators, and teachers with additional services, programs and activities supporting professional development strategies.

Performance measure: 100% of campus staff will complete professional development activities in 2015-2020.

Strategy: Implement innovative strategies and proven methods for improving teaching. Professional development: the LEA knows that paying attention to learning for teachers and administrators is key to success. Educating teachers is one of the most important ways to improve the quality of teaching and learning.

Objective 3: Increase parental and community involvement on the campus through innovative strategies.

Performance measure: Parent involvement will increase by 30% in 2015-2020.

Strategy: Form student support alliances with parents and the community. Parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.

Assessment

The district had a variety of groups who were involved in the design of the intervention model. The groups had campus and district-level administrators, teachers, parents, paraprofessionals, Region ESC staff, external consultants, and trainers involved. The proposed project was developed from an extensive study of student, community, and campus needs. The campus has failed to have consistency in many areas due to teacher effectiveness because of staff turnover, student mobility and other major needs as noted in our *Needs Assessment section* of our application such as improved academic performance, better use of data to drive instruction, effective leadership and teachers, improved assessments and improved communication. *Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified (4 Points).*

Accountability Rating – Met Alternative Standard *(2014-2015 State Accountability Summary)* Evolution Academy: *Met Standard* on all 4 Indexes, Student Achievement; Student Progress; Closing Performance Gaps; and Postsecondary Readiness. Our **System Safeguards** were Performance Rates 2 out of 20 = 10%; this was due to our Performance Rate calculations, where we only scored 2 points out of total eligible points which was 20. *The magnitude or severity of the problem is significant in nature and based on school ranking percentile of undercredited and overage students.*

Project Management: The Project Manager will oversee and assist the TTIPS District Coordinator of School Improvement (DCSI) with the implementation of the goals and objectives of the grant; submit financial and grant progress reports; and approve budget expenditures with the business office personnel.

Performance Assessment and Evaluation: The Project Manager, TTIPS DCSI, external data analyst, staff, and partners will meet regularly specifically for the purpose of providing feedback to ensure continuous improvement. The campus will establish a scheduled timeline that coincides with the grant period. Milestones of expected accomplishments have been set to monitor the program successes and/or weaknesses.

Budget: The cost per student over the 5 years is *appropriate for the results expected, size of campus, academic needs, professional development needed, and equipment/software needs.* The Business Office Manager will review and approve grant expenditures based on budget appropriations and submit financial reports on a timely manner.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-834   Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)   Fund code: 276

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100			$670,250	$1,025,250		$1,025,250		1,025,250		1,025,250	$	$4,771,250
#8-Professional and Contracted Services	6200	$	$	$350,000	$330,000	$	$330,000	$	$330,000	$	$330,000	$	$1,670,000
#9-Supplies and Materials	6300	$	$	$30,000	$50,000		$50,000	$	$50,000	$	$50,000	$	$130,000
#10-Other Operating Costs	6400	$	$20,000	$	$55,000	$	$55,000	$	$55,000	$	$55,000	$	$240,000
#11-Capital Outlay	6600/ 15XX	$	$280,000	$	$5,000	$	$5,000	$	$5,000	$	$5,000	$	$300,000
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	$100,000	N/A	N/A	$100,000	N/A	$100,000	N/A	$100,000	N/A	$100,000	$500,000
Grand total of budgeted costs (add all entries in each column):	$	$	$100,000	$	$	$100,000	$	$100,000	$	$100,000	$	$100,000	$7,611,250

Administrative Cost Calculation

Enter the total grant amount requested: $7,611,250

Percentage limit on administrative costs established for the program (5%):   × .05

Multiply and round down to the nearest whole dollar. Enter the result. $380,562.50
This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

NOTE:
Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

RFA #701-15-107; SAS #191-16
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057-834

Amendment # (for amendments only): ____

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher			$	$	$	$	$	$	$
2	Educational aide			$	$	$	$	$	$	$
3	Tutor	6		$210,000	$210,000	$210,000$	$210,000	$210,000	$210,000	$1,050,000
Program Management and Administration										
4	District Coordinator of School Improvement (DCSI) (required)	1		$85,000	$85,000	$85,000	$85,000	$85,000	$85,000	$425,000
5	Project Manager	1		$65000	$65000	$65000	$65000	$65000	$65000	$325,000
6	College Liason/ Graduation Coach	3		$165,000	$165,000	$165,000	$165,000	$165,000	$165,000	$825,000
Auxiliary										
7	Title			$	$	$	$	$	$	$
8	Title			$	$	$	$	$	$	$
9	Title			$	$	$	$	$	$	$
Other Employee Positions										
10	Title			$	$	$	$	$	$	$
11	Title			$	$	$	$	$	$	$
12	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$525,000	$525,000	$525,000	$525,000	$525,000	$525,000	$2,625,000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$	$30,000	$30,000	$30,000	$30,000	$30,000	$150,000
15	6119 Professional staff extra-duty pay			$	$300,000	$300,000	$300,000	$300,000	$300,000	$1,500,000
16	6121 Support staff extra-duty pay			$	$	$	$	$	$	$
17	6140 Employee benefits			$145,250	$145,250	$145,250	$145,250	$145,250	$145,250	$726,250
18	61XX Tuition remission (IHEs only)			$	$25000	$25000	$25,000	$25,000	$25,000	$100,000
19	Subtotal substitute, extra-duty, benefits costs			$145,250	$500,250	$500,250	$500,250	$500,250	$500,250	$2,146,250
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$670,250	$1,025,250	$1,025,250	$1,025,250	$1,025,250	$1,025,250	4,771,250

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-834   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Recruitment and Community Awareness	$	$50,000	$30,000	$30,000	$30,000	$30,000	$170,000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$50,000	$30,000	$30,000	$30,000	$30,000	$170,000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Teacher Professional Development TEKS Development	☐	$	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000
2	Region 10 ESC -	☐	$	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
3	External Consultant College Liason	☐	$	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
4	External Evaluator	☐	$	$70,000	$70,000	$70,000	$70,000	$70,000	$350,000
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$	$270,000	$270,000	$270,000	$270,000	$270,000	$1,350,000
a.	Subtotal of professional and contracted services requiring specific approval:		$	$50,000	$30,000	$30,000	$30,000	$30,000	$170,000
b.	Subtotal of professional services, contracted services, or subgrants:		$	$270,000	$270,000	$270,000	$270,000	$270,000	$1,350,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$30,000	$30,000	$30,000	$30,00	$30,000	$150,000
	(Sum of lines a, b, and c) Grand total		$	$350,000	$330,000	$330,000	$330,000	$330,000	$1,670,000

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-834   Amendment number (for amendments only):

Expense Item Description

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	Technology Hardware—Not Capitalized										
1				$	$						
2				$							
3				$	$	$	$	$	$	$	$
4				$							
5				$							
6399	Technology software—Not capitalized				$	$	$	$	$	$	$
6399	Supplies and materials associated with advisory council or committee				$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:				$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:				$	$30,000	$50,000	$50,000	$50,000	$50,000	$
	Grand total:				$	$30,000	$50,000	$50,000	$50,000	$50,000	$130,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: College Visits	$	$	$35,000	$35,000	$35,000	$35,000	$140,000
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$		$35,000	$35,000	$35,000	$35,000	140,000
	Remaining 6400—Other operating costs that do not require specific approval:	$	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
	Grand total:	$	$20,000	$55,000	$55,00	$55,000	$55,00	$240,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only): _____

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$5000	$5000	$5000	$5000	$5000	$25,000
66XX/15XX—Technology hardware, capitalized										
2	Netbooks / student use		$	$100,000	$	$	$	$	$	$100,000
3	Activeslates for interactive whiteboards / student use		$	$100,000	$	$	$	$	$	$100,000
4	Desktop computers / student & teacher use		$	$75000	$	$	$	$	$	$75000
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9	Tablet Apps		$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
	Grand total:			$	$	$	$	$	$	$300,000

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...geting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	496		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	224	45%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	214	43%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	40	8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	10	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	334	67%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	25	5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	65	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	803		2014-2015 PEIM report # PRT7D014
Disciplinary placements in In-School Suspension	99		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	202		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		84%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		49%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	318	30%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	88	30%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		22%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1290		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		25%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy serves a socioeconomically and educationally disadvantaged population. Ninety-seven percent of its students are at risk of dropping out of high school and 67% are socioeconomically disadvantaged minorities, either African American or Hispanic, compared with 72% of students within the 32 districts served. Evolution Academy serves a English Language Learners (ELLs) and Special Education (SPED) students—14%—across all types of learning disabilities, including high-severity disabilities.

In comparison to similar students across the state, Evolution Academy students arrive at school facing significant barriers to secondary school success and the opportunities afforded by college and workforce readiness. A higher percentage of Evolution Academy students receive Free and Reduced Price Lunches and students have not been engaged in school for one or more years.

Evolution Academy Charter School is a charter high school with three campuses that serve overage and under credited students who have dropped out of traditional schools. Its model includes caring professionals, individualized learning plans, a standard based curriculum aligned with career and technical training and a competency-based academic program. Since its open it is an open entry an open exit school with students entering with varying levels of subject matter mastery the self-paced computer-assisted approach enable students to progress through course work at an accelerated are slower paced depending on the individual learning needs what students demonstrate competency they are moved to the next level of content in that subject.
Community poverty is closely correlated with the academic attainment levels of its young adult population. Evolution Academy students are more likely to live in households with little experience of academic success. Four out of ten Evolution Academy parents did not graduate high school and fewer than one in ten graduated college. Low levels of academic achievement among parents makes it difficult to help their children effectively with homework, engage teachers in meaningful dialogue regarding their child's academic needs, or act as role models for their children's academic aspirations. A combination of poverty and low academic attainment within the Evolution Academy school communities results in students entering Evolution Academy schools performing well below grade level and out of grade level cohorts. Students entering Evolution Academy high schools are even less prepared for academic success, timely graduation, and college enrollment. Students entering the 9th grade at turnaround schools rank in the bottom one percent for both English and Math proficiency.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 057-834		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	25.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	19.5	76%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	12%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	1	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African AmericanTeachers	14.5	74%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	1	5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4	21%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.3	7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5Years Experience	6.5	33.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	9.9	51.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1.6	8.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	53.976		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	56,917		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	50,085		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,136		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	55,136		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	10	27%	JR3 WEBSMART Financial Management Software
Staff with Bachelor's degree as highest level attained	18	49%	JR3 WEBSMART Financial Management Software
Staff with Master's degree as highest level attained	8	22%	JR3 WEBSMART Financial Management Software
Staff with Doctoral degree as highest level attained	1	2%	JR3 WEBSMART Financial Management Software

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy Charter's staff have an on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the charter has ensured that they have received buy-in from all participants, including administration and teachers. To this end, the charter conducted a survey on 08/11/2015 to determine what percent of the charter teachers would want to participate in the Project. An overwhelming *100%* of the teachers agreed that the project was needed. Throughout the term of the grant, the charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The charter will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining this program during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										175	200	200	225	800

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										15	15	10	10	50

Schedule #13—Needs Assessment

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and campus administrators reviewed all related documentation in order to understand the goals and objectives of the TTIPS, Cycle 4 grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the *TTIPS Leadership team* (Superintendent, Campus Principal, Counselor, Staff, and Teachers) met to discuss the grant and its implications. *The proposed project is appropriate, and will successfully address low performing academic areas.*
We also held several meetings with our staff, parents, students, and community stakeholders during the previous months. This group reviewed multiple measures of data including student achievement data, prior year STAAR data, student demographic data, student attendance, student survey's parental involvement data, social services provided, and other pertinent data. The data was then reviewed by the entire school community - administrators, teachers, staff, families, and community members - in order to develop school improvement goals that are based on data and supported by all stakeholders.

The Leadership team brainstormed about the campus needs, identified activities, reviewed tracking and monitoring needs, and identified necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to make an increase in the low performing content areas to transform this low-performing campus into a higher-achieving community-based school within the proposed 3-year funding cycle.

After this brainstorming meeting was held, the team completed a *Comprehensive Needs Assessment (CNA)* tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, identification of lead teachers, and the need for a more job-embedded professional development plan.

Moreover, the team members also reviewed personnel needs. The team determined that the Principal, who was recently appointed to her position for the 2012 school year. Therefore, as per the flexibility allotted by the *U.S. Department of Education (USDE)* in the continued implementation of the intervention model with **TTIPS, Cycle 4 grant funds**, it was decided that the Principal of this campus would not be replaced at this time. Moreover, the teachers who received favorable evaluations in March 2014 have already been invited to continue their employment during the 2014-2015 school year. Therefore, all of these teachers will be retained. However, more specific and quantitative assessments will be conducted next year and thereafter to determine if the Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with prospective candidates and will be kept in their personnel file. The district will utilize rigorous, transparent, and equitable evaluations.

CNA Review: Checklist for CNA included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population to the proposed targeted campus; and 4) all grade levels were reviewed along with the identified low performing group.

The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The selected Texas State-Design Model matches the needs identified in the CNA. Therefore, the campus scheduled this type of school improvement model.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

　　☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

　　☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and the TTIPS Leadership team prioritized are needs in the following order:

1) **Improve Academic Achievement:** Due to our Accountability Rating of **Improvement Required**, the campus's major need is to improve our academic STAAR scores in all content areas, especially Reading/English Language Arts and Math.
2) **Improve Teacher Quality:** Funds are needed to provide our teachers with professional development and other needed resources in order to provide students with additional one-on-one assistance, allowing the campus to double block classes; thus, providing students more time on task, and providing extended learning time.
3) **Improve Parental Involvement:** Research has proven parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Teachers ranked strengthening parents' roles in their children's learning as the objective that should receive the highest priority in public education policy over the next few years.
4) **Improve School Climate:** The campus suffers both a high teacher turnover rate and a low daily attendance rate. Funds will be needed to assist the district in developing a plan to improve the campus school climate.
5) **Improve Campus Technology:** The district needs to update our campus technology so that our students can become global learners, even in rural Texas.

The stakeholders who participated in our assessment process were the following:

School Board/Community Members - School Board Members and community members relayed their concerns on a daily basis and regularly during school board meetings, parent meetings, community functions, athletic events, etc. All concerns from parents and community members along with district and campus personnel issues were factors considered when determining campus needs for the Campus Needs Assessment (CNA).

Superintendent - Held meetings and conferences throughout the school year with Principal, community members, and parents on various academic and infrastructure campus needs. These concerns were

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

addressed in the School Culture and Leadership sections of the CNA. He met throughout the school year with the Principal to review academic needs, review instructional materials and assessments, and hold training meetings with the teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when working on the CNA instrument.

Principal - Had parent, teacher, student, counselor, and paraprofessional meetings, conferences, and walkthroughs during the school year. The Principal also communicated/corresponded through emails, newsletters, and flyers to have an up-to-date assessment of needs. In addition, the Principal reviewed various data reports to desegregate the student and teacher gaps, barriers, and weaknesses. Her input was essential when designing the Leadership Effectiveness component.

Teachers - Their class, campus, student, and parents' needs were important to be considered when devising a plan on how to raise academics for the next 5 years and thereafter. Their input helped design the teacher quality section of the CNA as well as this grant proposal.

Students - Were at the forefront of the reason the campus is in existence. Therefore, their direct guidance on understanding how a student feels, thinks, and acts were important when designing a program to best address their needs particularly in helping to address the focus of improving school climate. Their needs were considered in the CNA.

Parents - Were very involved and were eager to share their recommendations and many times speak for the group. Therefore, their concerns were important to be considered when addressing the Parent and Community Involvement needs of the CNA.

Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 Points) In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The district utilized the needs assessment that was conducted during the planning phase to identify barriers and develop solutions.

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Schedule #14—Management Plan	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	The responsibilities of DCSI will include: oversight of the Texas State-Design Model process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assisting in eliminating any LEA-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, the DCSI will be required to attend all meetings/professional development sessions throughout the duration of the transformation process.	Experince with school turnaround, hold a minimum of a Master's Degree and the required. Have the qualifications, experience, and certifications necessary to ensure the success of the program.
2.	Chief Executive Officer/ Superintendent	Responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.	The Superintendent, will be the individual that will obligate the charter to the grant activities according to state/federal regulations. Hold a Master's Degree and a Texas Superintendent Certificate.
3.	Campus Principal	The campus principal will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.	Principal has a minimum of a Master's Degree and the required principal certifications. They have the qualifications, experience, and certifications necessary to ensure the success of the program.
4.	Project Manager	This position will bring a great deal of experience in technology programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.	Certification or experiece in one of the following areas with at least 2 years of experience preferred : Teaching, Counseling or Social Work/ Social Services Successful experience working with at risk students
5.	All Levels of District and Campus Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.	Have the qualifications, experience, and certifications necessary to ensure the success of the program.
6.	College Liaison/ Graduation Coach	Ensure smooth transitions of high school students into dual credit options. Will identify youth at risk of dropping out due to academic and/or psycho-social barriers. provide case management of all students The coach will connect students to intervention programs to prevent grade retention and failure while working	Certification or expereice in one of the following areas with at least 2 years of experience preferred : Teaching, Counseling or Social Work/ Social Services Successful experience working with at risk students

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County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	University of Texas at Tyler	All external consultants will be qualified and experienced in their areas of expertise in the areas of professional development, program development, evaluation, implementation, and data analysis. All of the district's procedures for hiring external consultants will be observed and followed.	Demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority.
2.	Richland Community College	Provide dual credit courses to EACS students	Community College/ MOU with EACS to provide dual credit courses
3.	External Consultants	The charter will contract with external consultant to provide Sheltered Instruction, Professional Learning Communities, Working with Diverse Student Populations (ELL, Special ED.), Professional Peer Interactions (verbal and non-verbal), Fostering School Connectedness, and Team-Building for Success.	Demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority
4.	External Consultants	Career Technolgy coordination to link dual credit courses	Demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority
5.	ESC 10 Consultants	The charter will contract with the Region 10 Education Service Center to provide Professional Development training. The Region Center assures that they are qualified by: Providing adequate training of its employees; Adhering to proven procedures; Being committed to meeting and exceeding clients' requirements; and Maintaining an organizational culture that fosters continual improvement.	Demonstrated effectiveness with the current identified campus needs and has proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority
6.			

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy is committed to the Model. A change in executive leadership is inevitable for all organizations and can be a very challenging time. Therefore, it is the policy of Evolution Academy to be prepared for an eventual permanent change in leadership – either planned or unplanned – to insure the stability and accountability of the organization until such time as new permanent leadership is identified. The board of directors shall be responsible for implementing this policy and its related procedures.

It is also the policy of the board to assess the permanent leadership needs of the organization to help insure the selection of a qualified and capable leader who is representative of the community, a good fit for the organization's mission, vision, values, goals and objectives, and who has the necessary skills for the organization. To insure the organization's operations are not interrupted while the board of directors assesses the leadership needs and recruits a permanent executive officer, the board will appoint interim executive leadership as described below. The interim chief executive officer shall ensure that the organization continues to operate without disruption and that all organizational commitments previously made are adequately executed, including but not limited to, loans approved, reports due, contracts, licenses, certifications, memberships, obligations to lenders or investors of Evolution Academy , and others. It is also the policy of Evolution Academy, to develop a diverse pool of candidates and consider at least three finalist candidates for its permanent CEO position. Evolution Academy, shall implement an external recruitment and selection process, while at the same time encouraging the professional development and advancement of current employees. The interim CEO and any other interested internal candidates are encouraged to submit their qualifications for review and consideration by the transition committee according to the guidelines established for the search and recruitment process.

Procedures for Succession:

For a temporary change in executive leadership (i.e., illness or leave of absence) refer to the organization's Personnel Guidebook. In the event the chief executive officer (CEO) of Evolution Academy , is no longer able to serve in this position (i.e., leaves the position permanently), the board of directors shall do the following:

1.Within 5 business days appoint an interim CEO according to the following line of succession:

     1.   Chief operating officer (COO) of Evolution Academy
     2.   External consultant (with experience as an interim executive director)

2. Within 15 business days appoint an executive transition committee, in the event that a permanent change in leadership is required. This committee shall be comprised of at least one member of the executive committee and two members of the board of directors. It shall be the responsibility of this committee to implement the following preliminary transition plan:

3.Communicate with key stakeholders regarding actions taken by the board in naming an interim successor, appointing a transition committee, and implementing the succession policy. The organization shall maintain a current list of key stakeholders who must be contacted, such as lenders and investors of Evolution Academy , foundations, government agencies, and other.

4.Consider the need for consulting assistance (i.e., transition management or executive search consultant) based on the circumstances of the transition.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will solicit feedback and monitor progress on an on-going basis. The campus staff will use the information gathered to provide for continuous improvement of the project. The Project Manager, District Coordinator of School Improvement (DCSI), and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program, as the stakeholders deem appropriate. The absolute priority is for the campus to meet and exceed the state and local academic standards. (*The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed.*

The district and campus will track the progress towards meeting the Critical Success Factors and milestones through Quarterly Implementation Reports. Tracking these Critical Success Factors are important because they reflect the necessary behavior changes that must be demonstrated by students at the campus and by adults working on their behalf. The utilization of the Quarterly Implementation Reports demonstrates the campus' commitment to ensuring it meets AYP and exits improvement status. Quarterly Implementation Reports, End-of-Year Reports, and Final Evaluation will address the following;

- The extent to which the activities of the project were implemented as planned:
- The effectiveness of the activities in achieving the goals and objectives of the project;
- The impact of the project activities on the participants; and
- The extent to which the performance targets were met.

The campus has processes in place for providing on-going monitoring of grant activities to ensure continuous improvement as well as processes for formative evaluation and data collection, including how each will be used to improve instruction. The design of the proposed project reflects up-to date knowledge from proven research and effective best practices.

The targeted campus staff will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). The campus will evaluate the degree of planning, implementation of the project, degree of collaboration, level of staff development training, and level of curriculum and instruction that was utilized. All evaluation reports will be in the format as requested by TEA. The campus agrees to collect and provide the following mandatory performance measures:

- Reform/Improvement Activities;
- Annual Performance Goals; and
- Quarterly Implementation Reports.

Information collected will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from progress reports and report cards will be used to gauge participants' academic improvement throughout the grant period. Monitoring will occur through demographic and testimonial information gathered from program participants, parents, staff, collaborating agencies, and the community.

Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis to yield feedback to the Principal, Project Manager, District Coordinator of School Improvement (DCSI), and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above will provide the ability for team members to examine the effectiveness of the project strategies. *The methods of evaluation provide for examining the effectiveness of project strategies.*

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The method by which Evolution Academy Charter will evaluate the program including means used to measure progress in defined areas: In order for EACS to be able to monitor the attainment of charter goals and objectives, the charter has various processes and procedures to evaluate the program. The charter will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the number of participants being served by the Master Teachers, Coaches, or Mentors. Moreover, the Master Teachers, Coaches, or Mentors will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior. Finally, the charter will review student achievement results and attendance data, as well as test results, college credits obtained, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the charter has shown an increase in student/teacher participation.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EACS will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. EACS will collect both quantitative (i.e. test scores, report cards, classwork, PEIMS Report, professional development sign in sheets) and qualitative data (i.e. teacher surveys, classroom observations, colleague testimonials) in order to determine whether they are on target to meet all of the identified objectives and milestones of the program.

EACS will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the number of participants being served by the Master Teachers, Coaches, or Mentors. Finally, the Master Teachers, Coaches, or Mentors will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior.
Finally, the charter will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the charter has shown an increase in student/teacher participation.

The surveys, observations, and teacher and student data collected will allow the charter, grant officials, and contracted consultants to determine whether the trainings and designed career pathways are positively impacting the students and teachers. Areas of concerns will be discussed and modifications will be made regularly to the proposed plan as needed.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Implementation failure occurs when a project fails to achieve its goals because of insufficient resources or unforeseen obstacles to implementation. Implementation failure is a particular problem in FCAS; the infrastructure required to implement a project may be decimated by conflict, forced migration may mean that it is not possible to hire local project staff with the requisite skills, and conflict affected regions may be inaccessible because of safety concerns. Projects can also fail because the intended goals do not align with the interests priorities or capacities of local partners -often referred to as the 'absorptive capacity' of a project.6 Communicating with local government and civil society partners throughout the design phase and including indicators that address their concerns can minimize the risk of implementation failure.
By assessing whether a project is achieving important project milestones indicators can provide early warning of implementation failure. EACS will monitor and adjust to continue to meet the project goals and objectives by involving all stakeholders through bi-weeky meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy has a comprehensive process which ensures the quality of external providers.. The EACS creates and publicizes a formal request for proposals. In the area of recruitment, EACS will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, EACS effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The charter district and school will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

EACS will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures. The modified process that is developed will be transparent and will engage the charter district, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews. Upon selection of the external providers, the charter district will support, but not micro-manage the providers. EACS will be involved in ongoing monitoring of the external provider to support success. Additionally, EACS will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon selection of the external providers, the charter district will support, but not micro-manage the providers. EACS will be involved in ongoing monitoring of the external provider to support success. Additionally, EACS will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

The charter District Coordinator of School Improvement, and principla will have regularly scheduled meetings with the external provider performance on a quarterly basis. External provides are required to submit monthly reports on outlining services, observations and findings along with recommendations.

Campus Principla and the charter District Coordinator of School Improvement (DCSI) is responsible for oversight and management of providers. Stakeholders will design the process/instruments used to measure and monitor success of extral providers, create corrective actions or additional supports utilized to improve provider performance, set citeria/sequence of actions to be taken to remove/replace a low performing provider. The Chief Executive Officer will be will provided with monthly updates to ensure the success of the project.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Pursue designation as a Texas Early College High School (ECHS), with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation period: Fall 2017
2.	Develop plan to continue to use Teacher Leaders as an instructional resource
3.	Being hiring process for staff and external providers under this grant
4.	Create an innovative high school that enables students to graduate with a high school diploma and either an associate degree or 60 college credit hours toward a baccalaureate degree.
5.	Indentify students for more intensive supports. These students include those at-risk for dropping out of school
6.	Develop plan to to use Teacher Leaders as an instructional resource
7.	Assign students to targeted intervention strategies (RTI, IEP)
8.	Identify/recruit administrators
9.	Sign all articulation agreements with Higher Education providers
10.	Administrator training on governance, budgeting, and evaluation
11.	Staff training on Evolution Academy policies and best practices
12.	
13.	
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16.	
17.	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the **Texas State-Design Model**, the EACS will support the campus by aligning additional resources. The incorporation of ECHS will require a technological overhaul for the campus. The LEA will assist by aiding in the acquiring the equipment, software, etc. in a timely manner. The campus is already rewired to handle broadband and the much of the necessary technology infrastructure was installed in the building. New white boards and related technological equipment were installed in the math and science classrooms and additional key core classrooms for the campus. The LEA will also assist the campus in designing a process to support the implementation of a 1:1 student computer ratio. The CEO, CFO/CPA, financial manager, and Monitoring Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. Funds Management will provide the following services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records.

The CEO, CFO/CPA, financial manager will provide assistance to the Project Manger with developing an implementation plan for the grant activities, assist with revising timelines as necessary, implementing a scorecard to track the progress, and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at each campus to fulfill the requirements of the grant. The Charter District will provide the service of the Research and Evaluation Department (R&E) to assess the effectiveness of the program and to determine if program goals and objectives were achieved.

This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at Sam Houston. In particular, other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, tutoring, professional learning, supplies, staff, facilities, technology, and school operations. As such, all activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. carry out all program strategies and activities. In addition to the new leadership and key personnel previously mentioned, existing personnel infrastructure along with the professional development under this grant will allow for the implementation of this campus transformation. Internet connectivity is available at the school allowing for online options for teachers, students and parents as outlined to enhance the curriculum, contribute to the project based model, and increase communication with parents and community partners. The majority of activities outlined in this grant will be held on the school campus during the school day, after school, Saturdays or during the summer months. Facilities and resources at Sam Houston are accessible to disabled visitors and in compliance with ADA regulations.

Community resource providers including: Richland College, ESC 10 and UT Tyler will serve as our EACS Educational partners. These groups have all also committed to providing the resources, personnel, and supplies necessary to carry out the goals and objectives of the project. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. These resources will be garnered by EACS with the support of the charter district.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	"N/A"
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the **_option_** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	"N/A"
Description of the modification:	"N/A"
How intent of the original element remains/will be met:	"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Develop a school wide approach for benchmark assessments for each core content area (ie English Language Arts, Math Science & Social Studies to raise student achievement. In order to fulfill this need, the charter will provide teachers with bi-annual summative evaluations based on multiple measures such as multiple on-going observations, student growth data, teacher assessments, and student feedback. In addition, classroom observations will be provided on a timely and frequent manner which will include diagnostic feedback to teachers on both pedagogical and professional performance.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	1. Utilize a classroom assessment scoring system to evaluate teachers. 2. Increase the value of classroom evaluations by providing observers with adequate knowledge, skills, and tools to do the job well. 3. Promote a positive culture for accurate evaluations and feedback. 4. Analyze evaluations and identify existing weaknesses and problems. 5. Provide internal/external feedback on evaluations. Develop plan to correct.
Describe how the evaluation system was developed with teacher and principal involvement:	Through meetings and conducting varioros surveys principals enaged teachers in the teacher evaluation. The stakes engage in goal-setting processes addressing both practice and outcome measures. This will include Self-Rating of Professional Practice where each teacher first reflects on their practice at the beginning of the school year and completes a Teacher Self Rating Form and Educator Effectiveness Plan (EEP). Using the Teacher EEP Form, teachers will describe their Student Learning Objectives (SLO). Then, they will identify instructional strategies that will increase the likelihood of success on the SLOs. After developing SLOs and reviewing their self-rating, the teacher will also develop two professional practice goals. These goals may relate to the SLOs. The concept of SMART goals will guide the development of professional practice goals, meaning that the goals are Specific, Measurable, Attainable, Results-based, and Time-Bound.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	*The Plan.* *Evolution Academy's incentive program applies to all employees and is designed to reinforce total school progress and achievements for the benefit of students, provide a basis for team focus, and recognize collective successes and shared accountability. At the beginning of each school year, performance goals and measures are established and communicated. Team goals include students' performance in math, science, social studies, and reading. Goals are also established for student dropout rate, completion rate, student and employee attendance. Specific performance targets are determined for each of these goals and cash rewards are made based upon their accomplishment.*
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	*Success.* *Goal achievement at Evolution Academy is measured by student learning "progress," not perfection. However, progress was approaching perfection in some areas of measurement during the 2008 school year. The student completion rate was 79%, the dropout rate was a low 6.5%, and student attendance was 85%.* *Student performance in the core subject courses is also on the rise. Below is a summary of performance improvement comparing the each year 2015 and 2020 school years.*
Describe the criteria established for educator removal:	

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be supported through teacher/advisor mentors model. Using these resources students will be encouraged to enroll in more rigorous courses and each student will have an individual graduation plan identifying his/her strengths, weakness, course of study, graduation plans and identifying any assistance that may be needed to keep track and to matriculate to post- secondary education.

Complementing its academic model, Evolution Academy addresses non-academic barriers to learning through the provision and coordination of wellness services. In-school supports are complemented by schools' external partnerships with leading specialty nonprofit organizations and public agencies who provide medical, mental health counseling, mentorship, job placement, or other services, from gang prevention to free eye exams and eyeglasses. While not specifically targeted for educationally disadvantaged students, these wraparound services are in place to help all Evolution Academy students—the majority of whom are disadvantaged and face socio-emotional or physical safety challenges in their communities that serve as barriers to learning.

An Intimate School Environment
Finally, the tight-knit nature of Evolution Academy school remains one of the most effective factors in supporting students' social and emotional health. Small, intimate learning academies allow for easier communication between teachers, staff, and administrators, who know each student by name and alert one another to shifts in their individual demeanors or behaviors. Schools are encouraged to invest in campus beautification projects, the effective training of onsite security professionals, and the purchase of quality furniture and fixtures, while remaining vigilant about the appearance of classrooms and grounds. These measures help to establish a common culture grounded in care, structure, and high expectations within safe, welcoming environments.

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Schedule #1—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057434	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, font side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	EACS partners with Richland College to establish and conduct dual credit courses listed in the College catalog and appropriate class schedule on College campus. All notices and communications under this The primary contact is: **Richland College** **Bonnie Hueston** Dual Credit, Outreach 12800 Abrams Road Dallas, TX 75243
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	EACS will engage in a partership with Richland Collegiate Charter School. EACS has engaged in joint parternership in the area of professional development and Richland is located less than 5 mile from the campus. Students also transfer to and from each campus to complete their high school studies.
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	Instruction of Courses. College shall provide an instructor qualified to teach college-level courses. Payment for Services. Student fees and tution are waived. Evolution Academy High School pays for textbooks without cost to the student.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	Earning college credits while completing high school. The opportunity for EACS High School students to earn college credits while finishing the 9th through 12th grades and graduating from high school through the dual credit framework has been discussed in previous sections. The specific courses each student will take during these two years to earn that high school diploma while accumulating college credits ultimately depends on that student's academic skills and career goals. However, students will not be allowed to select their courses unilaterally. Students must first follow the path that leads to a high school diploma. A student must enroll each semester through a counselor, either one of the High School counselors, or, if more appropriate, through a Richland College academic advisor, who will review the student's academic record to identify the courses the student should take the next semester and for the remainder of time in the High School. In addition to earning a high school diploma, High School students will work toward completing the DCCCD core curriculum. This curriculum adheres to state requirements that every higher education institution offer a core curriculum of 60 credit hours that meets the goals outlined above. When a student successfully finishes an institution's core curriculum, that recognition is transferable to any other Texas higher education institution. This means that a student who completes the core curriculum at Richland College can transfer to any other Texas university without being required to take any of that institution's core courses. The DCCCD Core Curriculum consists of the following components: Communications (9 credit hours): • English 1301 (Composition I) • English 1302 (Composition II) • Speech 1311 (Introduction to Speech) or Speech 1315 (Fundamentals of Public Speaking) for an AA or AS degree or any Foreign Language course 1311 or higher or an American Sign Language course to complete the core • Math 1314 (College Algebra) or higher Mathematics (3 credit hours) Lab Sciences (8 credit hours, two courses from the following list) • Biology 1406, 1407, 1408, and 1409 • Chemistry 1405, 140*7, 1411, and 1412 • Geology 1401, 1403, 1404, and 1445 • Physics 1401, 1402, 1405, 1407, 1411, 1412, 1415, 1417, 2425, and 2426 Social/Behavioral Sciences (15 credit hours) • History 1301 (History of the United States I) • History 1302 (History of the United States II) • Government 2301 (American/Texas Government I)

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County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	The high school College liason/Graduation/Life Coach shall work to ensure smooth transitions of high school students into postsecondary options. High School Graduation/Life Coaches will identify youth at risk of dropping out due to academic and/or psycho-social barriers. The coach will work within the project in efforts by providing case management of all students participating in grant funded for 5 years. The coach will connect students to intervention programs to prevent grade retention and STAAR EOC/TAKS failure while working to ensure a solid academic foundation that promotes a successful transition to complete college courses during high school. Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and 60 college credit hours. Early College High Schools: • provide dual credit at no cost to students • offer rigorous instruction and accelerated courses • provide academic and social support services to help students succeed • increase college readiness, and • reduce barriers to college access.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	**"N/A"**
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	**"N/A"**
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	**"N/A"**

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	"N/A"
Indicate the number of existing staff rehired for work in the turnaround model implementation:	"N/A"
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	"N/A"
Indicate the number of new staff hired for work in the turnaround model implementation:	"N/A"
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	"N/A"
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	"N/A"
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 7: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"N/A"

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"N/A"

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Pursue designation as a Texas Early College High School (ECHS), with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation period: Fall 2017	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Improve Student Achievement in Reading/ELA	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve Student Achievement in Math	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	All teachers will participate in a common teacher planning period daily.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Data reports will be used to evaluate the effectiveness of instructional delivery	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	After all formative mini assessment and district benchmark assessment, students will add results to Folders	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	All teachers and staff will utilize computer software such as google docs, Microsoft Outlook etc.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will collaborate daily and implement the RtI process for students in need of intervention	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Utilize the Student Instructional Profile to conduct one-on-one conferences	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057434	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Leadership Team will meet regularly twice a month to monitor school improvement progress	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	All Teacher Leaders will conduct regular walkthroughs each week	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide PD for Teacher Leaders on Coaching	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Attend Summer TEA Seminars	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Attend Leadership conferences and seminars	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Evolution Academy will implement a monitoring systems that track student performance. The system provides completion and attendance rates, track academic data; educates students and parents of performance data; monitors students' coursework and progress reports; review teachers' goals and objectives to ensure alignment with TEKS/SE's.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-834	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	The campus will alter to schedule from A/B Bock Scheduling to Daily instruction for Math, ELA/ Reading, History and Science. In addition students will participate in daily extended day tutoring by content area tutors. Instructional staff will be paired with tutors weekly to discuss lesson plans, course content, and students who struggle to meet the course objectives in Math and/or ELA/Reading.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Evolution Academy plan is to increased opportunities for input from parents and the community. Meeting will be conducted with parents throughout the year to engage all stake holders in the process to provide assistance and/or activities parents and the communinty require to form partenerships. Activities will range from Parents Night, Meet the staff, special programs meetings, student goal day/night, senior meetings, and parents and volunteers forums.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Evolution Academy will implement a discipline plan which includes policies and procedures, and staff training for disciplinary issues. Data Meetings will be held weekly to tracks and monitors disciplinary data for all students on a weekly basis to determine if the issues/actions relate to dropping out or class instruction. The Action Committee monitors the number of discipline referrals monthly to gage the trends as they increase or decrease. Tutorials are monitored to determine beginning and ending dates and student progress. Safety Staff is assigned to ensure the school is safe and secure.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057-834	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
100	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-834	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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